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OUTPUT CDSN: DP0963

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ROUTING= DPG, TPG

WIRE SVC= \*\*UNASSIGNED\*\*

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FM FBIS MBABANE WZ

TO RUTLAAA/FBIS WASHINGTON DC

RUEBHAA/STORAGE CENTER FBIS WASHINGTON DC

RUEKJCS/DEFINTAGENCY WASH DC

RUEBFQA/VOA WASH DC

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RUDOREA/FBIS LONDON UK//DW//

RUDOMKB/FBIS LONDON UK//BBC//

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RAYWYB/JIO CANBERRA AS

RUEHSA/AMEMBASSY PRETORIA

RUEHBU/AMCONSUL DURBAN

RUEHBG/AMCONSUL JOHANNESBURG

RUEHC/SECSTATE WASHINGTON DC//AF/S//

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rsa: Minister Speaks on Education System

MB051319

Johannesburg ianpa in English 1318 GMT 5 Aug 86

((Text)) Pretoria, Aug 5, SABA — Equal education in South Africa could only be realised if the attempt to stage a revolution failed, /534 9! , -589, -) 387: -589,, Mr F.W. de Klerk, said today.

Speaking at a Pretoria press club luncheon, he said the future of the country depended to a great extent on the ability to achieve the government's accepted goal of equal education for all.

Although it was a fact which had to be accepted that this could not happen overnight, the government determined to make a full contribution from its side.

EQUAL education could be expected within a reasonable period of time "but then everybody must play their part.

"Schools must be built and not burnt down, teachers must be given the opportunity to teach and children must be at their school desks, not on the streets with petrol bombs and stones."

"The provision of equal education can only succeed if the attempt at revolution fails," Mr De Klerk said.

The minister said it appeared to him from numerous news items he had not succeeded sufficiently in communicating to the public at large the essential characteristics of South Africa's education system -- restructured since 1984.

The main criticism was that a single department of education had not been established, but a distinction had to be made between one department and a unitary system of education.

A single department would lead to rigid management structures and central control, which was contrary to what existed in most Western countries and also certain countries of the Eastern bloc.

The government had opted against this and for a unitary system of education, which, among others, granted meaningful autonomy and the ability to cater for a diversity of needs.

The 11 principles accepted in 1984 legislation to provide for equal education could be likened to cement, in that they held the system together.

The determination of general policy concerning the financing of education, salaries and conditions of service of staff, the professional registration of teachers and norms and standards for syllabuses, examinations and the certification of qualifications applied to everyone.

"In that sense we now have one education department," Mr de Klerk said.

"The various components have been combined within the system in such a way that the same educational and teaching goals are being pursued in all education departments."

South Africa therefore had an education system that satisfied

the demands imposed by the fact the country's people shared a great deal with each other.

"At the same time, however, this system leaves room for individual religious and moral value systems, individual languages and cultures and the values of individual communities to be embodied in the education of their children."

The department of National Education therefore guaranteed the essential unity of education in South Africa, but did not enforce uniformity.

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